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ABSTRACT

The career education curriculum guide, contrary to its title, encompasses grades 3-6; other grade levels will be treated in forthcoming guides. Material in the guide is divided into two levels: grades 3-4 and grades 5-6. Five concepts underlying the guide's structure are: the self and environment; education and training; economics; employment and work adjustment skills; and decision making. Seventeen topic areas develop the basic concepts and form the structure for the guide. Title pages for each topic indicate applicable grade levels, a short definition of the topic, and generalizations about daily living and working which pertain to the topic. Developing each topic, objectives are listed and correlated with learning activities. Each objective is coded to designate its level of instructional emphasis: "I" indicates a concept being introduced; "D" designates a concept previously introduced and now being developed; and "E" indicates a concept receiving emphasis or in-depth exploration. A chart for grades K-10 shows the development of work-related concepts at primary, intermediate, upper elementary, junior high, and senior high levels. (SD)

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Warren City Schools
Department of Career Education
Warren, Ohio

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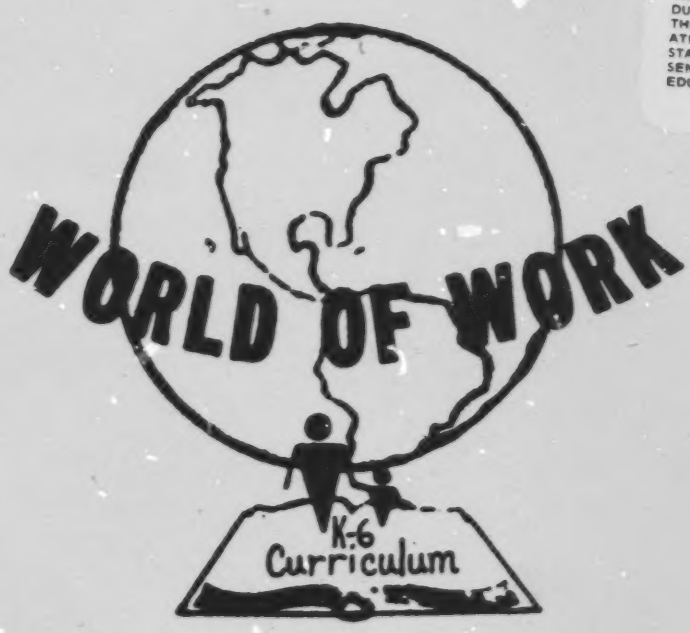

A
K-10
Continuum

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DEPARTMENT OF CAREER EDUCATION
WARREN, OHIO

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INTRODUCTION

The function of the World of Work curriculum is to assist each teacher in becoming more effective as an educator in a working world that is continuously changing and improving. No curriculum can be built which can fit the experience of all people; the presentations only provide directions which could be valuable to a teacher who uses the guide as a principal source of suggestion for the selection to teaching material.

To build a curriculum only upon immediate interests or whims of the young children is to be on unsafe ground. In the presentation of the curriculum one must aim at the field of realization of the students' individual capacities. The World of Work Program must motivate the individual's desire to learn and to grow. The student, through his learning, will not only understand requirements and opportunities for various jobs but the inter-dependencies of economic structure and procedures. He will not only recognize the obligation to perform an honest day's work but will also recognize the satisfaction of good workmanship and social value of his work. All this shall lead the student to his eventual vocational choice and his preparation for it.

The World of Work curriculum can help develop situations which may involve worry, anxiety and fear toward situations offering security; and also situations which may involve boresome, monotonous, repetitions toward those offering new and stimulating experiences. The curriculum is intended to make clear to students the relation between the various subjects of instruction and their place in the total vocational scheme of life.

This curriculum should be integrated into the world pattern, subject pattern, experience pattern and psychological growth pattern of the individuals being taught. The curriculum is designed for the teachers who can adjust materials to the groups before them by enlisting their cooperation in setting goals and shaping activities for their attainment.

The curriculum has been set up in the following format. On the title page of each section is the grade level where the materials should be applicable, the title of the section, a short definition of the title, and basic generalizations about daily living and working which pertain to the topic. The objectives and activities for that topic are on the succeeding pages. They are divided on two levels: Grades 3 and 4, and Grades 5 and 6. (Level Grades K-12 are forth coming) The objectives are listed on the left hand side of the page; adjacent to the objective on the right hand side of the page are corresponding activities. In the left hand margin of each page preceding the numeral for each objective is a letter designating the level of emphasis of instruction for each objective. The designation letters are as follows: "I" for a concept which is being introduced; "D" for a concept which should have been previously introduced and now needs to be developed, broadened, and expanded in application; and "E" for definite emphasis or indepth exploration and study of the concept.

The Warren City Schools would like to acknowledge great thanks to those certain people who have played an important part in the development of this curriculum and the ideas in it. First to Dr. Curtis Paul Ramsey, Chairman, Department of Elementary Education, Kent State University, Kent, Ohio, for his able leadership in conducting the "Teaching Teachers About The World of Work Workshop," (where this curriculum was developed.) Mr. Ray M. Jacobs, Associate Professor, Department of Vocational Education, Kent State University for his assistance to Dr. Ramsey and his insights relevant to vocational education. To those teachers who gave much of their time because they are interested in making school what it should be, Ruth Ann Ayers, Co-Editor Marilyn E. Brauer, Co-Editor, Ann Marie D'Amico, Carol Gnat, James Kiracoff, Dominic Marino, Betty Mc Elravy, Nana Patterson, Ann Petrosky, Linda Swarm, and Michael Zockle, Chairman.

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WARREN CITY
WORLD OF WORK
FRAMEWORK

CONCEPTS

TOPICS	WORLD OF WORK 100% — I — D — E				
	SELF & ENVIRON.	*EDUCA. & TRAINING*	*ECONOMICS*	*EMP. & WORK ADJ. SKILLS*	*DECISION MAKING*
1. Comparative Advantage					
2. Competition and Cooperation					
3. Compromise, Adjustment, & Interaction					
4. Conflict					
5. Culture and Institution					
6. Habitat and Its Significance					
7. The Industrialization-Urbanization Syndrome					
8. Input and Output					
9. Interdependence					
10. Modified Market Economy					
11. Morality and Choice					
12. Power					
13. Saving					
14. Scarcity					
15. Secularization					
16. Social Change & Social Control					
17. Sovereignty					
18. Dignity					
19. Empathy					
20. Loyalty					
21. Freedom & Equality					

The concept areas will have assurance of being fully developed through the use of the vertical topic listings. The Topics will fit better in some subject areas than others.

CODING

I – Introduce
D – Develop
E – Emphasize

(Topics and concepts will have varying levels of development at different levels of instruction and subject areas.)

K – 10 LEVEL CONCEPTS

PUPIL IN RELATION TO HIS FAMILY

PRIMARY:	Kindergarten:	The child develops an awareness as performed in his home and the responsibilities of the family within the home,
	First:	stressing interdependence and time and work schedules
	Second:	as it relates to work. This awareness will develop showing that there are many jobs from which families can earn a living.

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PUPIL IN RELATION TO HIS FAMILY AND THE PEOPLE WHO SERVE HIS IMMEDIATE NEEDS.

INTERMEDIATE:	Third:	The child develops a self concept and learns that all worthwhile work has dignity. What they do in school will influence what they will do occupationally in later life. They
	Fourth:	will see the community at work as it relates to the production of goods and services which comes to their homes.

↕ ↕

PUPIL IN RELATION TO PEOPLE AS A HUMAN RESOURCE

UPPER ELEMENTARY:	Fifth:	The child learns that all in industry who do a conscientious job contribute to the final product or service of the wider inter-dependent world community. They further identify
	Sixth:	with the people who are working for a living and see that a career choice is a right that citizens enjoy in the American system.

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THE STUDENT ORIENTATION AND RELATIONS TO OCCUPATIONAL PATTERNS AND VALUES.

JUNIOR HIGH:	Seventh:	The student develops a concept of a work group and sees the role the worker plays in this group. He sees the dynamics of complex organizations and human relationships.
	Eighth:	He sees himself in relation to industry and to his community.

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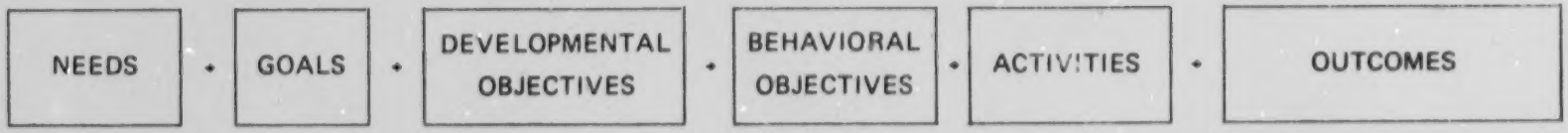
THE STUDENT EXPLORES IN RELATION TO HIS INTEREST AND ABILITIES, AIMING TO MATCH THEM WITH HIS FUTURE PLACE IN SOCIETY.

SENIOR HIGH:	Ninth:	The student through his knowledge of his self, his responsibilities, and his environment knows that all work is necessary to keep the world microcosm in balance. He uses the decision making process and aims to project his self in a work group,
	Tenth:	understanding that his skills in a work-role will serve to cope with the many situations in everyday life.

SYSTEMS MODEL FOR WORLD OF WORK DEVELOPMENT



The basic needs are:

1. The individual as the psychological and societal unit has a need for and the right to as complete self-development as possible, has need to accept his responsibility for that development and its ramifications, and has need of societal acceptance of his efforts.
2. The society has need of producing members and must provide for the fostering of these members.

The goals are:

1. A child will have an adequate knowledge of himself and learn that he is important.
2. A child will have an adequate knowledge of his environment and that he can contribute to home, school and community.
3. A child will have experiential opportunities to synthesize his self and his environment, in order to make career decisions in a context of change.
4. That the knowledge of self, environment, and the inter-action of these elements shall be applied in the area of career development.

COMPARATIVE ADVANTAGE DEFINED:

Compromise, adjustment, and resolution of conflicts become an essential part of facing reality. When conflicts arise, advantages must be weighed in terms of a final objective.

GENERALIZATIONS:

MAN'S WORK IS:

1. Changing to meet his needs in his cultural environment.

Objectives	Activities
A child will:	
I 1. Compare early man's work with contemporary work.	1a. Depict Stone Age people gathering berries and hunting for deer. Discuss why they did not go to stores or grow their food. Discuss the advantages and disadvantages of the Stone Age method of getting food.
	1b. Discuss how farmers have changed their methods since the time of the caveman, and how many farmers today use machines and can cultivate more land and grow more crops than farmers of earlier times.
D 2. Contrast the making of clothing today with that of pioneer times.	2. Describe and role-play steps a pioneer followed in making cloth: sheared sheep, washed wool, combed and twisted wool into yarn on a spinning wheel, and wove cloth on a big loom. The cloth was then cut and sewed. Prepare a sequence activity involving these steps.
I 3. Be acquainted with early and modern methods of communication and the workers involved in each.	3. Tell this story. As soon as people learned to make sounds and motions, they were communicating. The cave man made noises and then found words. He made motions and then he drew pictures on his cave walls and made symbols. The Indian used smoke signals, marks on trees, and designs to communicate. The early pioneer had no newspaper but the town had a man called the "Town Crier" who walked through the streets calling the time and whatever news there might be. They could write letters but it took a long time for a letter to get where they sent it. It had to be carried on foot or horseback.

(cont'd.)

Objectives	Activities
	Paper and postage were expensive, too, so not too many letters were written. Have the class make a wall picture that tells the story of early communication. Have a committee to show how cave men communicated, how the Indians sent and left messages, and how the early settlers and pioneers communicated with each other. The children could play "Town Crier" and announce the school news.
I 4. Learn that new materials are constantly being developed by man to help builders produce cheaper and better houses.	4. The class can prepare a display of materials developed in recent years. It should include samples of such materials as plywood, pressed wood, spun glass, insulating material, vinyl tiles, various plastics and light weight concrete. (Local suppliers or construction firms might provide enough of the materials for a display.) Discuss the workers needed to produce each material.
I 5. Realize that we have learned much from people who lived before us, and we can learn from other people who are living today.	5a. Students may gather pictures and make folders of an old time American family and then again of a modern American family. Use the folders for various activities. Ex. Exchange folders, and write stories about the folders. Create dramatic plays from folders. 5b. Discuss how people have always depended on nature's supplies. Point out the fact that the first settlers in America used fish and wild animals for food. For clothing, they sometimes wore animal skins. They built houses with wood from the forest. They drank water from the springs and rivers. They

Objectives	Activities
	planted crops and harvested their food. Most people today do depend on nature's supplies for food, clothing, and shelter and other things they need, but do not do all the work themselves.
I 6. Develop an understanding of why we are able to produce more and at less cost than we could have long ago.	6. Discuss: How does a greater choice of materials help us to produce more? Do skilled people help more or less than unskilled people? How do new and better tools and machines help to produce more in less time? Why is it important that factory owners take advantage of new discoveries and inventions?

5-6 COMPARATIVE ADVANTAGE

Objectives	Activities
A child will:	
D 1. Compare early work with contemporary work.	1. Rearch why man completed entire tasks in early times as compared with one specific part of the task today.
I 2. Understand how inventions influence man's work and work opportunities.	2. Collect or draw pictures showing how inventions influence man's work and work opportunities.
D 3. Relate geographical areas to the various types of work situations existing there.	3. Map out geographical areas of Warren and list specific vocations in industry found in each area.
D 4. See how specialization has created more employment opportunities and more diversity of employment.	4. Build an abacus singly - develop mass production technique to show mechanization and division of labor.
D 5. See that jobs were not created unless there was a need.	5. Prepare food singly - visit Central Kitchen of Warren City Schools to show work in pre-packaged meals.
I 6. See that increase in number of occupations and specializations is dependent upon improved education.	6. Have students read Occupational Outlook Handbook for information on occupations and education needed.
I 7. Discover how persons and/or communities who stagnate themselves, or are repressed, limit occupational growth.	7. Trace the development and history of a ghost town.
D. 8. Compare one's own ability, interests, and attitudes with various career opportunities. a. understand self b. understand one's own feelings c. recognize and accept own attitudes d. recognize and accept own limitations	8. Use: Dimensions of Personality, Walter J. Limbacher.

COMPETITION AND COOPERATION DEFINED:

The basis of all human interaction is found in social systems. Two general types of interaction--cooperation and competition -- include all the more specific forms of interaction. Ground rules for relationships have been established by the culture or social systems in which the individual exists.

GENERALIZATIONS:

MAN'S WORK IS:

1. Adapted to change imposed by his cultures.
2. Affected by trade and commercial intercourse between societies.

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Objectives	Activities
A child will:	
E 1. Begin to understand that one has to learn to work well in groups -- to listen, take turns, and do his part.	1. Have the children cut out from magazines illustrations of people working cooperatively for orderly progress. Have them think of captions for their pictures and discuss them. Perhaps the class could begin a permanent bulletin board depicting different types of cooperation.
I 2. Increase his understanding that people learn necessary work skills from each other.	2a. Divide the children into groups and have each group perform a group activity such as arranging books or watering plants. Have the children discuss what groups have had to learn in order to perform the activity.
	2b. Make a chart with headings such as Making a Sandwich; Polishing Shoes; Sweeping; Tying Shoelaces; and Sewing a Button. Children discuss which they know how to do and from whom they learned the skill.
I 3. Understand that cooperation is the first step to successful living and working.	3a. Have the children rearrange their desks, each child being responsible for his own desk. Discuss the results: hard work, noisy, took a long time. Now have the children help one another. Results: easier, quieter, faster. Discuss the differences. Make a chart of work activities more easily accomplished through cooperation.
	3b. The class can prepare a display of different groceries coming from far away countries. Children should discuss what would happen if we had to produce in our community goods such as bananas

Objectives	Activities
	or coffee which are now produced in countries in hot climates. How much steel, glass, and heat would be necessary to build greenhouses and keep them warm to produce the coffee and bananas we consume. The children can then discuss why workers in countries in hot climates produce these goods faster and better.
I 4. Discover the great variety of goods and services that people working together provide for the neighborhood through cooperation.	4a. Have the children identify the goods and services and discuss how these are provided in their own neighborhood. Display pictures and discuss the responsibilities of a policeman, street cleaner, mailman; traffic and streetlight maintenance men, public park maintenance men, sewage system workers, etc.
	4b. Have the students think of some things we use that our family alone could not buy, such as schools, fire and police protection, street lights, etc. Suggest that many families, each spending a little money, could pay for these big things. Discuss what taxes are, who pays them, and to whom they are paid .
I 5. Understand the necessity for positive working relationships between industries; the business man's role in the bakery other than as a consumer of the product.	5a. As a group project, make a large chart showing the cycle of money, including people involved in each phase.
	5b. Have the children explain the kind of labor, materials, tools, and machines used to create a product. In each case the class can identify and discuss the role of thebusinessman in combining labor, materials and tools to produce goods for profit.

5-6 COMPETITION AND COOPERATION

Objectives	Activities
A child will:	
E 1. Develop sensitivity and understanding of the worth of work.	1-2. Have the students list the rewards of work as follows: (1) earning money, (2) being promoted, (3) receiving raise in pay, (4) having more responsibility, (5) making more power-making decisions, (6) receiving praise from superiors, (7) winning approval and affection from fellow workers, (8) satisfaction of accomplishing something worthwhile, (9) feeling good about oneself, (10) being able to provide for leisure time activities, (11) doing one's part in the work of the world.
D 2. Develop positive attitudes toward all types of work.	
D 3. Understand the effects on self and society of individuals who are not willing to grow and change in a changing society.	3a. Study the Amish way of life. (Middlefield, Ohio) 3b. Discuss the "generation gap."
I 4. Understand that the effects of new methods and machines increase production and foster specialization and cooperation between workers in industries.	4. Research the number of people in food production in 1900; in recent times. Why the decrease in the number of producers as contrasted with the increase in the number of consumers? Also research the number of Blacksmiths in early times and the number today.
D 5. Understand why many people are engaged in some occupations and few people in others.	5. Contrast the bicycle industry and the automotive industry; relate the number of workers, parts, and demand for the product.
I 6. Understand that invention breeds invention and cooperation breeds cooperation; competition breeds inner motivation.	6. Collect advertisements, pictures, and samples of various similar products; (i.e. all containers or all autos, etc.) discuss reasons for differences noting that these varieties are brought about by competition and man's desire for success.

	Objectives	Activities
D	7. See that planning and cooperating can improve their living conditions.	7. List five basic material needs of a family. Material needs relate d irectly to greater employment possibilities.
I	8. See that people working together cooperatively pay for the services of many others.	8. Discuss the goods and services that families in the United States buy together. List on the board such items as the Army, Navy, Air Force, and Coast Guard, weather reports, parks and forests, aid to the farmer, dams, aid to people in faraway places, highways, police, hospitals, aid to the needy, and prisons.

COMPROMISE, ADJUSTMENT, AND INTERACTION DEFINED:

Man faces the need to compromise and adjust to his physical as well as to his social surroundings. Culture aids man in adjusting to his environment by providing a social heritage and a process of social invention. A culture develops social norms and means of facing and solving individual and group problems. Survival depends upon the ability to adjust and compromise.

GENERALIZATIONS:

MAN'S WORK IS:

1. Analogous to his ability to cope with change as it is related to external security, internal order, justice, and services essential to the general welfare.
2. Related to his understandings of his responsibilities to cultural debt; social inventions; or other times, places and diverse groups.
3. Dependent upon periodic evaluation of methods of doing things to see if there is a better way of doing them.
4. Influenced by the thoughts and actions of others.
5. Affected by his ability to relate to the people with whom he works.
6. Affected by his ability to communicate for the purpose of cooperation.

3-4 COMPROMISE, ADJUSTMENT, AND INTERACTION

Objectives	Activities
A child will:	
D 1. Learn that people at home and at work share ideas in many ways, i.e. spoken word, written word, and visual means.	1. Discuss the importance of workers knowing how to read and write to communicate.
D 2. Understand the importance of workers communicating in various ways.	2. Demonstrate the hazards of workers transmitting information purely by voice. Whisper a message to a child in one corner of the room. It is then whispered from one child to another throughout the entire room. The message will undoubtedly be distorted. The teacher should then have a message printed and passed hand to hand in the same order. Compare the reliability with which the two messages were delivered.
I 3. Understand the importance of people and workers using sign language today.	3. Discuss the present day use of traffic signs, signals at railroad crossings and the sign language of the deaf and mute. Children may attempt conversation using only signs.
D 4. Begin to understand the ways in which skills and ideas are learned through interaction with others.	4. Have the children discuss or illustrate something they will learn in the future and who will teach them; for example driving a car, sewing, cooking, etc.
I 5. Become aware that learning takes time and application and that speed is not always significant when working or learning.	5a. Discuss questions such as: What can babies do? How do babies learn? Who helps them? What can you do today that you could not do as a baby? Did you learn all at once? Who taught you?
	5b. Have the children bring in baby pictures; discuss how they have changed physically and what skills they have learned.

Objectives	Activities
A child will:	
D 1. Learn that creativity and initiative increase the power of industry which in turn is directed to human and helpful activities.	1. Discuss changes made through suggestion boxes; work is made easier, faster, and/or better through the influence of the workers.
I 2. Understand the system of checks and balances, maintaining freedom for the individual and restricting the power of government.	2. Hold a mock courtroom trial involving classroom incidents.
D 3. Understand the reason for the right to vote.	3. Hold elections or follow election issues as related to classroom, home, or work issues.
I, D 4. Learn to discuss a problem or question and work out a compromise solution.	4. a. Hold a mock strike and set up collective bargaining sessions. 4. b. Research newspapers and follow entire history of a specific strike.
I 5. Begin to compromise with himself, seeing that he as a worker must accept new conditions.	5. Change classroom jobs, clarifying responsibilities; follow up on carrying out those responsibilities.
I 6. See that changes, large or small, must be adjusted to according to the degree of change.	6. Children can role-play different parts to show how they have adapted to change: 1. weather 2. length of day 3. material objects (books, toys, clothing grow old and wear out or fall apart) 4. population (many people are born, many die) 5. human relationships
I 7. See that mobility is a serious problem for the mover and the worker.	7. Discuss the problem of moving into a new school district. (new students, new surroundings, new house) In turn, discuss problems of worker mobility

Objectives	Activities
	as they affect co-workers, surroundings, welfare of the family, new friends, housing, and educational facilities.
I 8. Understand change in curriculum as it relates to change to meet needs. (Understand on-the-job training, re-training programs, and rehabilitation programs)	8a. Discuss why teachers continue to go to school. 8b. Have speakers from industry or organizations which sponsor re-training, on the job training, or rehabilitation programs talk with the class.
D 9. See that flexibility, openmindedness, and adaptability are better than rigidity and stubborness.	9. Role-play situations which involve listed characteristics; an example could be: refusal to play a game suggested by others leads to being left out of the group.
E 10. Understand human constants which we try to preserve: ideals, values, and ethics. (Their applications change, however, with each new situation and may be modified) Truthfulness, honesty, and respect are unchanging principles.	10. Study changes in laws on child labor and show how our principles did not really change but were modified to keep our ideals, values, and ethics.
I 11. Realize that many people select an occupation by chance rather than by choice.	11. Have the students read want ads in the paper; talk about what jobs they would apply for and why. Show children that they are applying for a job because it is available.

3-4 CONFLICT

Objectives	Activities
A child will:	
I 1. Understand that those who do useful work are producers.	1. Play a game in which the teacher describes a variety of work activities both useful and not useful. The children respond by telling which are useful and why. Example: A boy shoveling snow onto the sidewalk. A boy delivering papers.
I 2. Understand that people feel good when they can do useful work.	2. Think about and discuss the sense of accomplishment you feel when you have done useful work well at school or at home.
I 3. Understand that useful work is appreciated by others.	3. Do something to help another person without being asked or told. Discuss how this made the other person feel. How do you feel when someone does something nice for you?
I 4. Understand that rewards for useful work may take the form of respect, greater financial rewards, or gaining friends.	4. To demonstrate how everyone suffers when one person is undependable, the teacher can set up hypothetical situations on slips of paper and have the children read and discuss the outcomes. Example: The class is going to make chocolate chip cookies for a party they will have; each child is to bring an ingredient. Someone forgets something. What will happen? Bring in the idea of what the others would think of that person. Would he be respected? In another group someone brings an extra ingredient other than those required. What would the group reaction be?

CONFLICT DEFINED:

Conflict is characteristic of the growth and development of individuals and of civilization as a whole. For all the varieties of conflict there are culturally approved and disapproved means for resolving them. Society is constantly pressured to respond to conflicting forces.

GENERALIZATIONS:

MAN'S WORK IS:

1. Represented by his struggles for freedom and dignity.
2. Impeded or developed through historical influence.
3. Affected by struggles related to his sensitivity toward moral standards.
4. Changed as it relates to the impetus toward change.
5. Evaluated in terms of his usefulness related to society's needs.

	Objectives	Activities
I	5. See that many people do their best without considering material rewards.	5. Discuss organizations such as the Red Cross, Peace Corps, or Vista in which people work for their fellowmen. A speaker may come in and explain how such work helps people all over the world.
I	6. Learn that we can learn from our mistakes. We learn today from what has already happened in the past.	6. Role-play situations in which making a mistake can help us learn how to work better.

Objectives	Activities
A child will:	
I 1. Apply that somevalues and ideas can help people cope with change.	1. On one panel of a two panel bulletin board show discoveries and inventions on the second panel show the effects on society.
I 2. Understand that values hardly ever change even though situations change.	2. Children will bring in evidence through recent news about changes and conflict in laws, government leaders, industries, religion, education, and environment. Children will decide reasons for the changes given and if such changes present difficulties for anyone.
I 3. Understand that complex societies produce complex dilemmas which can be solved through cooperation and compromise.	3. Children will read subheads, captions of illustrations and articles in the day's newspaper, realizing there is conflict in the world of change and that man through cooperation and competition attempts to solve the dilemmas.
I 4. Understand that in a free pluralistic society a pluralistic effort and pluralistic responsibilities are necessary.	4. Have the children make group decisions about work responsibilities within the classroom by majority rule.
D 5. Show that (1) adaptable people can retrain for new jobs (2) young people can be trained for several jobs (3) opportunities will not help those who cannot be retrained or are uneducable or disinterested in learning.	5a. Report on three vocational areas of interest after taking the Vocational Interest Inventory. 5b. Talk to older people about changes that have taken place involving their work. Ask about their first impressions about the change. How was it to benefit them? How did it cause them inconvenience? Was there conflict? How do they feel about the change now that it is long past?

Objectives	Activities
I 6. Decide whether dangers arise from an idea or from a machine; or, from how the idea or machine is used.	6. Discuss: How do people change ? Do you think machine age benefits outweigh the inconvenience or the suffering? Would such changes have taken place fifty or one-hundred years ago?
I 7. Conflict can be fun.	7. Discuss: "What I would miss if a football game were played by computer." (or any other sport or activity they enjoy.

CULTURE AND INSTITUTION DEFINED:

Culture is the way of living which any society develops to meet its fundamental needs for survival, perpetuation of species, and the ordering of social organizations, learned nodes of behavior, knowledge, beliefs, and all other activities which are developed in human association. Culture then is man's contribution to his environment. It is everything men think, do, and have as "members of society." "Material culture" comprises the physical objects, including the ways in which they are used. "Nonmaterial culture" consists of the values, beliefs, ideas, customs, ideologies, and social structure.

Institution. An "organization" refers to a structured group having continuity, indentity, and a name. An "institution" is not a group at all but an "organized way of doing something." It is formal, recognized, established, and stablized way of pursuing some major social activity. Every major institution--whatever it is marriage and family, the economy, religion, or government-- has specialized statuses and roles, utilitarian artifacts, ritual and symbols, and organizational patterns, and a code of either written or oral norms and specifications.

GENERALIZATIONS:

MAN'S WORK IS:

1. Derived through the social mechanism of organized groups. Each individual's role in the group reflects his rights, responsibilities, and opportunities.
2. A required role controlled by developed acceptable patterns within his culture.
*3. Influenced by child rearing patterns throughout the span of his life.
4. Related to his growth as an individual; when an individual loses his work development, the society in turn also loses opportunity.
5. Inspired by his associations with all men who are contributing participants in a multiethnic society.
**6. His way of life and his way of life is his work.

Objectives	Activities
A child will:	
I 1. Learn that there is a wide range of job choices today.	1. Children can cut out pictures of people doing different kinds of work from magazines. Using the pictures, prepare a display entitled, "People at Work." Discuss whether or not specialization calls for more kinds of jobs. A more able group could separate the pictures under "Producers of Goods" and "Producers of Services."
I 2. Learn that jobs people do change as new inventions create new industries and trades, while old ones disappear.	2. Read the poem, "Going Places" and discuss how the introduction of cars and airplanes and their widespread use today have affected the number of men needed to run trains. The discussion should bring out that it might not be wise to choose a job where fewer people are needed.
I 3. Be aware of rural poverty and the lack of job opportunities.	3. Read: Down, Down the Mountain by Ellis Credle, a book about rural poverty; emphasize that there are many farmers in the United States who earn very little because of work conditions similar to those in the story.

Objectives	Activities
A child will:	
D 1. Learn how early man and man today must work for a living.	.1. Depict primitive man (a) gathering food (b) hunting (c) fishing; depict modern man (a) learning to grow plants (b) using traditional and modern methods in agriculture.
I 2. Learn that man adjusted his own life to his knowledge.	2a. Construct a sign reading, "Measure Twice, Cut Once" without plans. Then construct the same sign with plans. 2b. Research the use of fire. Show evidence of the the importance of the "fire carrier's" job; show evidence of man's ingenuity to create fire through wood friction and striking rocks together.
D 3. Relate that achievement is only as great as the conquered obstacles. Great cultures are recognized for their great achievements.	3a. Show pictures of people in various cultures who have become prominent in our society. (Booker T. Washington). 3b. Make a display ofgreat cultures and their achievements.
D 4. Learn that in a country such as America where there is a mingling of cultures, because of the control gained by one culture, other cultures become suppressed and are deprived of occupational gain.	4. Depict American cultural growth in a panorama and contrast with a panoramic freize of an under-developed culture (i.e. Mexican-American, Puerto Rican, Appalachian and Southern Whites, and American Indians).
I 5. Understand that strong ties to a dominant culture often handicap occupational progress in a sub-cultural environment.	5a. Discuss the difficulty of adjusting and getting along in the dominant culture (including the school curriculum): 1. For students who are products of a subculture. 2. For students who are products of a different culture. Which students have the most difficulty?

Objectives	Activities
	5b. Give analogies of workers from sub-cultures and different cultures in the dominant cultures.
I 6. Show that cultural segregation can cause deprivation.	6a. Take a trip to Middlefield, Ohio, to observe the Amish.
	6b. Study slavery as an example of cultural supression and deprivation.
D 7. Observe that people with similar interests join together in clubs, groups, and unions.	7. List different unions, organizations, and clubs; tell their common interests and the purpose of each.
D 8. Understand male and female roles as related to cultural and institutional influences.	8a. Obtain a picture from a 1970-71 magazine ; obtain another from an older magazine (1960-61); compare advertisements, articles, editorials.
	8b. Compare the number of female school bus drivers today with ten years ago.
	8c. Discuss some of the changes in our society of the black population; of the female population; how they continue to be disadvantaged.
I 9. Observe that culture and institutions govern the nature of work, the training necessary, the working conditions, supply and demand, prevailing salary levels, state of the economy, and technological changes.	9. Gather information from pre-World War I and pre-World War II years to show the influences of war on work roles.
I 10. Show that democratic principles of a free society allow us to educate all people for all occupational roles.	10. Run comparative education studies between our free society and foreign countries.

HABITAT AND ITS SIGNIFICANCE DEFINED:

Ecosystems are produced by areal associations of interconnected physical and biotic processes, without interference of man. There are five groups of physical and biotic processes involved in forming those areal associations: (1) surface features; (2) climate; (3) water; (4) biota; and (5) solids. A "habitat" is an ecosystem that has been more or less modified by the presence of man. Habitats are significant , not only because they have in part been created by human action, but also because they provide the "natural" surrounding of man's occupance of the earth.

GENERALIZATIONS:

MAN'S WORK IS :

1. Influenced by many factors including climate, natural resources, vegetation, energy sources, production, customs, and technology.

2. Influenced by the period of his existence in a time in history.

3. Sometimes created by his association to his environment (i.e., rich in resources) and at other times destroyed by his association to it (i.e., raped of resources, ghettos, etc.).

4. Related to his use of the earth to satisfy his basic needs: food, clothing, and shelter.

Objectives	Activities
A child will:	
I 1. Know that man's three basic needs are food, clothing, and shelter.	1. Ask the class, "What are things that your family and all other families cannot get along without?" From the answers the teacher should be able to help the children discover the three essentials of food, clothing, and shelter.
I 2. Be able to explain how people work to employ the earth for their needs.	2a. The class can organize three committees: a food committee, clothing committee, and housing committee. Each committee reports to the class on the great variety of food, clothing, and houses people throughout the world produce and consume. Reports should be "documented" with pictures, stories from parents or friends, articles (such as costume dolls), and the like.
	2b. Use the Unit, "The Story of a Loaf of Bread" put out by the bakers of Wonder Bread. This is a unit for the primary grades which shows how wheat seeds are made into bread. It contains a picture story of a loaf of bread made up of 20 pictures with captions in the shape of a loaf of bread. Have children associate bakers with other workers who provide food for homes.
	2c. Discuss who and what is needed to make clothing, and how the division of labor and the machines that the businessman has bought help to produce clothing faster. Discuss workers who make the machinery for textile mills, those who build the trucks to transport the clothes, those who build the factories and stores, and those who produce the steel and other materials that go into the buildings and machines.

Objectives		Activities	
		2d.	Visit a supermarket to see the wide variety of workers performing jobs there and the variety of products available. Divide the class into four groups. Have each group look for specialized workers such as bakers, meat cutters, produce managers, etc.
I	3. Show that ways of living and working are influenced by man's environment.	3.	Read stories of people around the world; the following questions should be raised: (a) How do weather and the landscape influence the lives of families? (b) What workers provide the family with its food? (c) What tools and materials do these people use in their work?
I	4. Have an understanding of what natural resources are and why they are important to people and industries.	4a.	Develop an understanding of what natural resources are. Ask the class what things nature gives us that we need to live. Explain that these things are called natural resources and tell how we need them in order to live. Natural Resources: 1. Sunshine - keeps us warm; needed for growing plant to make food; needed for plants and animals to grow. 2. Air - Plants, animals, and people can not live with out air. 3. Water - needed for drinking, washing, and cooking; provides power for power plants. 4. Soil - we live on it. Plants and animals, which we eat, need it. 5. Forests - give us lumber and rubber which we make into many things. 6. Wildlife - many wild animals are hunted for food and fur; some wild plants such as berries are used for food.

Objectives		Activities
		7. Minerals - dishes, stoves and nails are made of minerals.
	4b.	Discuss the need for conservation of our natural resources. "What would happen if we used all the water we wanted, cut down all the trees we felt like cutting down, were not careful to avoid starting forest fires, or killed more animals than we needed for food?" Ask the group to imagine an earth without water, trees, or animals.
5. People, communities, and industries must use resources wisely if they are to last.	5.	Practice ways of conserving classroom materials and possessions to make them more lasting.
I 6. Discover how the availability of land and materials affects the kinds of houses we build.	6.	Discuss the following questions: (a) What kind of house would be built on a very narrow lot in the center of a busy city - a long low ranch-style house or a tall narrow building? Why? (b) What kind of house would be built near a stone quarry -- a frame house or a stone house? (c) What kind of house would be built out in the country where there is plenty of room -- a long low ranch house or a tall narrow building? Why?
D 7. Be able to list at least three characteristics of life in a big city, small town, suburban, and farm neighborhood and will be able to name one advantage of living in each type of neighborhood.	7a.	In a farm area, home and workplace (farm) are usually combined; farmers are important producers because they raise most of our food and many raw materials for factories. Make a list of farm products and workers.
	7b.	Dramatize the great variety of occupations often found in a big-city neighborhood. Discuss why so many occupations are found in a big-city neighborhood.

Objectives	Activities
	7c. People who live in a small-town neighborhood have less choice of jobs or commodities that people in a city neighborhood. Show the class both a big-city and a small-town newspaper and compare their sections of advertising sales and job opportuniti The children will note that people who live in big-city neighborhoods have a far greater choice as both producers and consumers. Also compare the yellow pages of a big-city classified telephone directory with the yellow pages of a small-town directory. The difference in the number and types of industries in which one can find employment and the variety of shops and stores where one can make purchases is apparent.
	7d. Study and give possible reasons for the following characteristics of a suburban neighborhood: (a) Most of the wage earners who live in the suburbs travel to jobs in the city. (b) A suburb is a neighborhood that grew up around the edges of a city. (c) Most people in the suburbs shop at shopping centers. (d) Men have been moving factories to the suburbs.
I 8. Learn that hobbies can be related to jobs.	8. Have the children list, "The Things I Like to Do in My Free Time" and discuss what jobs might be related to these interests.

Objectives	Activities
A child will:	
I 1. Learn that automation not only results in displacement of workers by machines but also provides more occupational choices and opportunities. (Industrial Revolution)	1. Trace the history of the influence of automation on workers in the automobile industry; use General Motors, Lordstown Plant as a resource.
I 2. Learn that occupational changes occur in order to meet demands of the times.	2a. Gather information about business and industries from local, state, or national offices and trade organizations. Check census information, trucking associations, airlines offices, and railroad offices and relate to the city's welfare.
	2b. Arrange tours of various industries, businesses, and institutions in the Warren area.
I 3. Learn that developing countries are faced with occupational challenges in order to meet their needs and demands.	3. Study the development of a newly independent nation and its leaders.
D 4. Understand that ways to improve and beautify surroundings create work opportunities.	4a. Observe urban renewal projects and workers.
	4b. Observe school repairs and plan and carry out building and grounds beautification projects.
D 5. Realize that conservation and/or waste of natural resources results in proportionate number of work opportunities.	5. Research: (a) public library, (b) industry, (c) newspapers, (d) government, (e) Chamber of Commerce (f) private agencies for the purpose of relating the association of habitat with industry such as water supply, power, and resources.
D 6. Learn that recycling usable products and materials provides occupational opportunities and environmental control.	6. Participate in recycling drives. Example: "recycling of metal for fun and profit". See: Alcan Aluminim Corporation.

INDUSTRIALIZATION - URBANIZATION SYNDROME DEFINED:

The industrialization-urbanization process includes both cause and effect. All industrial societies are also urban cultures with both positive and negative sides.

GENERALIZATIONS:

MAN'S WORK IS:

1. Influenced by people in different periods of history reacting differently to similar environments.
2. Exploited by economic and social dislocation; i.e., inflation, depression, and migration.
3. Utilized by the balance between use and abuse and conservation and regeneration.

Objectives	Activities
A child will:	
I 1. Discover that tools help us to produce faster and better.	1a. Use Lesson 6, "Tools and Machines," Our Working World-Families at Work, SRA . This is about Granny, who had the only needle in town, which she used to mend people's clothes, the blacksmith's apron, and the miller's grain sacks. Ask: What tool do we have today that would have helped Granny to do her work faster? (sewing machine) Bring out the point that we must know how to use machines and tools if they are to help us do a job better and faster.
	1b. Ask the children to tell about the tools or machines in their homes and why they are used. The awkwardness of working without tools or machines could be shown by having the children act out the following scenes: Picking up leaves with hands--raking leaves; picking up dirt in the house--using a broom; driving a nail with a fist -- driving a nail with a hammer; breaking off grass with the hands--cutting grass with a lawn mower; breaking a piece of wood--sawing a piece of wood; using hands to hold water to drink--drinking water from a glass.
	1c. Write, tell, and act out how hard it would be and how much time it would take if they had to carry water in a bucket from a well; sweep a whole house with a broom; wash, rinse, and wring clothes by hand for a big family; mow a lawn with a scythe. Students could tell why today's tools are better and how they do the job faster and with less effort than the tools of long ago.

Objectives	Activities
	1d. Discuss how man invented each machine to improve the hand tool, but depending on the job to be done, either the hand tool or the related machine may help do the job better and faster. Example: lawn mower to cut low grass; sickle to cut high weeds.
	1e. Read Chapter XVI, "Mr. Machine Helps Make Machines" in Our Neighbors Tell Us About Their Work. Contrast the difference between tools and machines, mention some of the machines that people in this area produce, and discuss some of the many things we make or use today that are made by workers on a machine.
I 2. Learn about the workers involved in mass production.	2. Bring to class a pattern for a garment. Discuss its use. Pin the pieces together so that the class can see what the garment made from these pattern pieces would look. Ask: who makes the pattern; why?
D 3. Understand that cities (example - Warren) may specialize in the production of certain goods and/or services because of goods, climate, location, and availability of human and natural resources.	3. Have the children ask their parents where they are employed and what type of work they do.
I, D4. Become aware that Warren is basically a steel town and the reasons why.	4. Show pictures of mills and factories in this area. Ask: "Why do you think men started these mills and factories here?" List the reasons given by the class and compare them with the list of things needed to produce goods as developed by the class. The conclusion should be drawn that Warren is basically a steel and manufacturing town because it has skilled workers and the needed raw materials such as iron ore.

Objectives	Activities
I 5. Be able to state that improvements in farming brought about by machines helped the farmer in his work.	5. Have the class prepare a shelf display of toy farm machines. Discuss how each machine helps the farmer cultivate land better and grow more crops.
E 6. Demonstrate how man works to improve ways to transport food, clothing, and shelter needs.	6. Have the pupils bring toys that show the different ways man works to transport goods-- trucks, trains, airplanes, cars, etc. Role-play: Drivers, engineers, pilots, stewardesses, truck drivers, etc.
I 7. Become acquainted with how workers provide raw materials for industries.	7. Discuss the work of cotton growers and pickers, sheep ranchers, silk-worm ranchers, flax growers, etc.

5-6 INDUSTRIALIZATION - URBANIZATION SYNDROME

Objectives	Activities
A child will:	
E 1. Interpret that man and his ideas create modifying effects on the environment in order to utilize and increase his resources.	1. Play: Cocoa Cola "Environment-Pollution Game."
D 2. Realize the major difference between the production of goods long ago and production methods used today.	2a. Set up committees of students to prepare a large mural of a modern factory with each group responsible for the research of their chosen workers.
	2b. Compare the few workers in a small shop years ago with the many thousands of jobs and workers in a giant corporation today.
I 3. Realize that mechanization increases productivity and that a machine replaces a man is a myth.	3a. Set up a model of a manufacturing plant complete with an assembly line to emphasize that many different workers and occupations are involved. Work out an assembly project. See: Man as a Builder.
	3b. Construct a class project such as a flower, leaves, stems, and seeds. Assign individual children to certain parts using an assembly line approach.
D 4. Realize the relationship between density of population, natural resources, and availability of work.	4a. Locate on a map cities where the choices of jobs would probably be connected with manufacturing.
	4b. Make up puzzles with the answers being workers who would be common to an urban-industrial area.
	4c. Have the children list ten places where they think there is an abundance of jobs. Inquire at the Chamber of Commerce for number of workers at particular places.

Objectives	Activities
	4d. Have children observe the number of out-of-state license plates at a busy time of the day.
D 5. Realize that transportation and communication play a vital role in an industrialized urban society.	5a. Have the students discuss the many occupations involved in the trucking and railroad industries.
	5b. Display pictures on a bulletin board of the workers involved in transportation.
	5c. Prepare scrapbooks with pictures and stories about the workers in the transportation field.
	5d. Present plans to show the importance of transportation workers to our urban centers.

INPUT AND OUTPUT DEFINED:

"Input" refers to those productive resources furnished by persons in producing a product. "Output" refers to all the products (goods and services) produced for sale during a period of time, measured according to how much money is paid by buyers.

GENERALIZATIONS:

MAN'S WORK IS:

1. Governed by his initiative to produce and his opportunities for marketing.

Objectives	Activities
A child will:	
D 1. Understand the importance of each person doing his work well.	1a. Discuss and make a list of work around their homes which they can do well.
	1b. Students can undertake an action that assumes an efficient division of labor; the teacher instructs one child to fail to carry out his individual share of the work. For example, the class would be doing art work and the necessary materials and tools have to be distributed by different children. One child, coached in advance by the teacher, would fall far behind in his particular distribution. The class would realize that they are unable to start work because one person is not doing his share of the labor.
	1c. Make a list of all the people and their responsibilities that we depend on at school. Discuss what would happen if each did not do this job well.
	1d. The children pretend that the classroom is a zoo. The class is divided into three groups: animals, keepers, and visitors. One child acts the part of a lion and another child his keeper. There may be several "big animals" and "keepers." Each keeper stands next to his charge and explains in turn: "I am a zoo keeper. My job is to take care of the lion. I make sure that he has enough water and raw meat to keep him well." The animal makes the appropriate sounds and motions. The other keepers speak concerning their charges, and their charges look happy when they are fed by their keepers.

Objectives	Activities
I 2. Understand that you get what you earn; the more you produce and the better quality work you produce, the more you earn both in school and on the job. Work in school can be compared with work in various jobs.	2. Discuss (a) salary or income as related to grades, (b) necessity of good work habits, (1) willingness to do your best at all times, (2) following instructions and directions, (3) punctuality, (c) getting along with others makes for happier working conditions and better work results, (d) appreciation and satisfaction come from work well done, (e) difficult and unpleasant work has to be done at times.
D 3. Discover that division of labor helps get a job done faster and better -- at home, at school, in the neighborhood, and in the world.	3a. List all the jobs that must be done in the classroom; discuss and clarify responsibilities and methods of carrying out jobs. Have the children demonstrate the "helping and hindering" ways of completing a task and give practical reasons for each.
	3b. List on the board all the little jobs that must be done in a classroom; eraser clapping, board washing, passing out paper, etc. Tell the children that they have 10 minutes to do these jobs. After the chaos subsides, discuss what happened and why. Have the class decide a better and quicker way of getting the jobs done, such as division of labor: assigning different jobs to different people. Discuss with the class the advantages of this way of getting the jobs don such as less confusion, time saved, and enough materials to use in doing the jobs.
	3c. Play "Assembly Line" to demonstrate the greater efficiency of the production line in which labor is divided as compared to output of individual craftsmen. Divide the class into groups of five. Tell the class

Objectives	Activities
	that there is going to be a contest to see which of the groups can produce the most notebooks in 10 minutes. Each group will need manilla paper and colored paper 8 1/2" x 11" and a stapler. The notebooks produced could be used for a study of workers, community helpers, etc. Tell the class that you want each notebook to have ten pages, numbered and neatly stapled inside a cover. Any notebooks that do not meet requirements will not be accepted. One or more groups may assign work to each group member and will out-produce the other groups in which each child is trying to do all the work. If this does not happen, intervene and have each group arrange its desks to form an assembly line. Suggest that each person in the group might have a separate job. One person could count pages, one could number, one could staple, and one could stack the finished product. Once again give the groups 10 minutes to produce notebooks. Compare the number of notebooks produced with the number produced the first time; discuss why dividing the work gets it done faster: each person learns to do one job quickly.
3d.	Children can role-play short family scenes. Examples: Father, mother, and the children, each with a pan, cook separate dinners on the stove, and each washes his own dishes after the meal; or, each family member is responsible for a different household chore. The mother cooks, the father cuts the grass, one child sets the table, another child minds the baby and other children clean the table after dinner and wash the dishes. In discussing the role-playing scenes, the class

Objectives		Activities	
			should discover that materials (soap, water, gas, pans) and time can be saved by using the principle of the division of labor through which more can be accomplished more easily.
I	4.	Understand that division of labor makes people interdependent; when a person specializes, he depends on others for the other goods and services he needs.	4a. Discuss the importance in the community of such specialists as the doctors, firemen, policemen, teachers, farmers, grocers, and pharmacists. Each is important to the others and each in turn needs all the others.
			4b. Assemble a series of photographs showing various kinds of workers building a house. After viewing the photos, the class could discuss how many different kinds of workers are necessary to build a house and how each one's work is important.
			4c. Construct a mobile of drawings showing each member of the family at work. One hanging picture could show mother cooking; another could show father repairing a faucet; another could show a boy carrying out the trash; still another could show sister feeding the cat. The dependence of each member of the family on the others is made visually dramatic by the fact that if one hanging picture is taken off, the whole mobile is thrown off balance.
			4d. Take the class on a Look-See-Tell Field Trip by bus around the community. Committee secretaries write down all the jobs committee members think of as they pass various business establishments. After the trip, discuss how many of these workers

Objectives	Activities
	do class members depend on to do their jobs well.
I 5. Realize that the division of labor makes many goods and services available.	5. Take a walk in the school neighborhood. Distinguish how people have divided labor in the neighborhood: the policeman, the mailman, the barber, the deliveryman, the druggist, the grocer, the beauty shop operator, the fireman, the doctor, the minister. If a class walk is not convenient, the children can observe these activities on the way to and from school. Discuss and develop the fact that people have different skills and work at the jobs that they do best. The children can tell stories of what would happen if the grocer tried to wash and set a woman's hair, the barber tried to be a doctor, and if the minister tried to be a druggist.

Objectives	Activities
A child will:	
I 1. Learn to develop the ability to work democratically in groups; learn to contribute to a group project; learn to accept and help with the contribution of others.	1a. Direct experiences in simple assembly line production, using construction paper as a material. First assemble a product without division of labor or specialization. Count how many products are made within an allotted time limit. Then organize division of labor with specializations and compare the methods for efficiency of production.
	1b. Panel discussions can be used to measure the amount of work put into preparation for the panel and the results that have taken place. More preparation put in usually results in a more effective panel.
50 2. Realize that society's economic welfare is related to its productivity.	2a. A school assignment, such as homework, can be used to show the principle of work done in relation to the results.
	2b. Discuss how hard work can be measured in dollars and cents.
I 3. Realize that the machine age has revolutionized methods of input and output.	3. Use line graphs to plot the factors of input and output. The study of these relationships should help the students interpret these in terms of efficiency of workers.

INTERDEPENDENCE DEFINED:

GENERALIZATIONS:

MAN'S WORK IS:

1. Dependent on his ability to employ the earth and human resources.
2. Related to his interaction of ideas, languages, and technologies.

3-4 INTERDEPENDENCE

Objectives		Activities	
A child will:			
I	1. Learn about the limited ability of an individual man to fulfill his own wishes, and how much material and labor are needed to fulfill seemingly simple wishes.	1.	The steps necessary to bring bananas to our tables can be explained. Tell a story about bananas are grown in faraway places, carried to shops from the plantations, shipped across the ocean, sent across the country by trains or trucks, stored under proper conditions until they are ripe and then sent to grocery stores where they are sold. The students would then discuss the large number of people involved in bringing bananas to their tables. They might also speculate about the number of workers needed to produce all houses, clothing, food, cars, etc. needed by people, and discuss how many more producers and machines and materials would be needed if everything we wished for were produced.
D	2. Understand that family members perform jobs they are best suited for --everyone does not do all the jobs.	2a.	Role-play what would happen if jobs within the family were not done by those best suited for them. For example, have mother go to work at the steel mill, leaving father at home doing the cooking, child care, and ironing. Have an older brother do some family mending, while his sister mows the lawn. Discuss that time and the special skills of family members would be wasted.
		2b.	Ask children to volunteer at home to do certain jobs they have never done before or to perform tasks for another family member without asking or being asked. Report on what happened. What did you do? What did the family member say? How did you feel?

	Objectives	Activities
I 3.	Learn that some people's jobs are based on their special abilities.	3. Discuss famous people in such fields as law, movies, journalism, television, accounting, and designing. The class can display pictures of these people.
I 4.	Learn that before we consume something someone has to produce it.	4a. Discuss important jobs that family members do at home. They can then describe the productive activities that must be completed before others can consume. For example: we cannot eat before mother cooks.
		4b. Pantomime household activities performed by any family member. Other children guess the activity and tell why it is an important job.
I 5.	Understand that through knowledge, man can better protect himself from the hazards of nature and work with nature for his benefit.	5. Obtain some photographs of scientists at work. The geologist studies the earth and learns things that help us to find more oil; where is the oil made into gasoline, fuel oil, and other useful products? The chemist working in a laboratory may find a substance that can be used to make cloth for sails, ropes, and stockings. The botanist may find things about plants that help farmers to grow more and better food for us all. The children can discuss these and write short compositions about how they have made our lives more comfortable and richer.
D 6.	Understand that many workers are involved in communicating with others.	6. Ask children how they could communicate with someone who lives in another city. Letter, telephone, and telegraph are possibilities. In each case discuss the workers involved.

	Objectives	Activities
I	7. Realize that many people work for the elected officials who are our government.	7. Make a large chart showing how an elected official depends on many other workers; (secretaries, clerks, custodians, pages, etc.).

Objectives	Activities
A child will:	
D 1. Realize the need for dependence on other people for the necessities of life.	1a. Have children enact the work-pay-spend cycle in either small or large groups.
	1b. Divide the class into groups; farmers, factory workers, and storekeepers. Have them show what they grow or manufacture. The storekeepers could explain how they buy and then display the goods in their stores. Other children form the "residential dwellers" and could be the customers to buy goods.
	1c. The children can prepare a mural entitled, "Industry in Warren." Before they begin the project, the teacher lists on the board what will be needed to produce the mural: paper, crayons, point, and paste as the materials; the brushes and scissors as tools; the classroom as the workplace; and the children as labor. Thus the children will see that even to produce a mural, they need the same elements that a businessman needs to start a factory. Review the concepts of division of labor, specialization, and interdependence.
D 2. Realize that division of labor makes many goods and services available to the people of a community.	2a. Write poems about the occupations of the different workers such as merchants, butchers, bakers, and shoemakers. Include in the poems the services these people offer. Illustrations can accompany the poems.
	2b. Have the whole class do just one kind of work. Discuss what would happen to a society organized along these lines.

Objectives	Activities
	2c. Creative writing experiences in which the children write stories about what would happen if: a grocer tried to be a beautician; a barber tried to be a dentist; a policeman tried to be a doctor; a minister tried to be a druggist, etc; clarify the idea of specialization and division of labor.
I 3. Realize that cooperation makes for more efficient utilization of resources.	3a. Have children bring in pictures when discussing various areas or features of a community; other children should identify the area shown. The children's observations should serve to strengthen their understanding and reveal the extent to which they have developed the idea of interdependence of people in various areas of a community.
	3b. Have the children make a list of ways people in a community help one another.
I 4. Realize that the pooling of knowledge can solve problems that individuals cannot.	4a. Ask pupils who are able to visit the businesses where their parents work. Find out job responsibilities and functions of the workers in the community as well as their relationship with other workers in related businesses.
	4b. Display pictures of a spaceship, some aluminum foil, a computer, a glass house, and an atomic submarine. Children can discuss how scientists inventors, engineers, and educators enabled us to develop these goods.
D 5. Realize that the dignity of each human being is a central value of our society.	5. Have students observe one person each on the street tomorrow morning as they come to school; later, let the students describe the person observed

Objectives	Activities
	to the class and give a report on what they imagined the person's work is in the community.
D 6. Realize his own importance to the total product.	6. Discuss or do various interdependent activities: musical duets, basketball teams, etc.; ask why it is important for each one to do his assigned job.
E 7. Learn that freedom depends on each person making responsible, national, and independent choices rather than being compelled by others.	7. Set up committees to invent a machine; (a) assign one child to be the "boss" and the others are to do what he says; (b) then same committees form a democratic committee and invent a machine. Discuss the influence of freedom of choice.

MODIFIED MARKET ECONOMY DEFINED:

The American economy is a modified market economy. Included are the free private functions of the entrepreneur, the growing role of government, the position of the producer and consumer, and the functions of price, cost, monopoly, competition, supply, and demand.

GENERALIZATIONS:

MAN'S WORK IS:

1. More complex which brings about more specialization, changes in methods of production, and varied standards of living.
2. Related to productivity and other factors as resources, money, and chance for advancement.
3. Based upon his freedom of choice as a student, prospective employee, consumer, or employer.

Objectives	Activities
A child will:	
I 1. Understand that through man's utilization of nature, ways are found to produce more, new, and better goods and services.	1. Discuss the fact that in some areas people are poor even though they have many resources; lack of skills, tools, and specialists prevents them from producing more and better goods and services.
I 2. Know that the amount of work, materials, and demand influence prices and available jobs.	2. The children can play barbershop. Two barbershops are set up next to each other. Written on signs behind each shop is its name and price list. Carry out each situation with props and role-playing. Situation 1: The barbers are equally good. One price list says haircut $1.50, the other says haircut $1.00. Which will have more customers? Situation 2: The prices change - both barbers charge $1.00 for a haircut. A child comes out of the first barbership with a very neat haircut. A child comes from the second shop with a raggedy haircut. Which will have more customers? Situation 3: The barbers are equally good. One sign reads haircut $1.05 and a lollypop with every haircut; the other barber's sign reads haircut $1.00. Which will have more customers? Situation 4: The first barber's haircut is $1.50, the second is a $1.00. The first shop has five customers the second has ten. Which shop will earn money? Situation 5: One shop is marked CLOSED- old sign reads haircuts $1.50. The shop that is still open gives haircuts for $1.00. Why did the first shop close and the second stay open?

Objectives	Activities
	Situation 6: Only one barbership is still open. Now the sign reads Haircut $3.00. Will the barbershop have fewer or more customers than before?
I 3. Assimilate the idea that materials, tools and labor are needed to produce goods.	3. Students ask their fathers what materials and tools they use in their work; bring their findings to the class, and in each case indicate that the father supplies the labor. The children can make drawings of the materials and tools as well as of their fathers as the men who supply the labor.
I 4. Understand the importance of man choosing a work location that is favorable for producing and selling goods.	4a. Ask the class: "Let's pretend that you want to open a bakery; would you open it where there are many people or where there are few people? Where there are many bakeries? Where you can easily get plenty of flour and milk or where you have a difficult time getting these items? "
	4b. Ask the class to pretend that they want to build a clothing factory, and ask the following questions: "Would you build the factory where there are many people or where there are few people? Near the railroad and highway or far from the railroad and highway? Where there is electricity or where there is no electricity? Where there is plenty of water or where there is very little water?
I 5. Discover that many specialists work together to make a completed product.	5a. A local contractor or representative of a building trades council can be invited to tell the class about the various specialists who are needed to build a house. He can explain how important it is that each of these specialists does his part of the work

Objectives	Activities
	at the proper time so that the whole job can be done quickly and cheaply. Some of the specialists to mention are plumbers, sheet metal workers, heating men, electricians, plasterers, roofers, painters, landscapers, etc.
	5b. Prepare a table display of materials needed to produce clothing. Introduce the specialists who help produce the clothing. The drawings should be labeled: designer, pattern-maker, cutter, machine sewer, hemmer, finisher and presser.
D 6. Learn that money is used as a medium of exchange.	6. Make play money by cutting coins from cardboard and currency from green construction paper; a grocery store, for example, may be set up with prices set according to newspaper advertisements. Children shop, changing roles each day, watching prices change.
I 7. Understand that business involves profit and choices in how the profit should be spent.	7. Read the story, "Bobby the Builder", page 252, Our Working World - Families at Work. Discuss what Bobby needed to go into the building business and why we call him a businessman. (He brought the materials, tools, and labor together to produce, and he took a risk because he would have to pay his father back whether he sold the doghouses or not.) Discuss whether Bobby should have used the money to expand his business by buying more tools and hiring more workers or should he have bought a bicycle with his profits.

5-6 MODIFIED MARKET ECONOMY

Objectives	Activities
A child will:	
D 1. Realize that availability of resources and the mobility of an individual has a great influence on the finished product.	1. Each business usually has six kinds of costs, whether the business is primarily associated with production or distribution. These are (1) labor , (2) equipment, (3) transportation, (4) raw materials, (5) property, (6) insurance. Have the students discuss the relationships of these factors to the occupations of their parents.
D 2. Realize profits are necessary for industry to exist.	2a. The children might interview a gasoline service station owner about gas price wars. Why do they happen? Do they bring new customers? What stops them? Are they good or bad for business?
	2b. Early in the year, form a class stock club; study the market, have the students choose and invest; follow the stock throughout the year; sell at the end of the school year.
I 3. Realize that the free enterprise system gives freedom to interact.	3a. Invite a banker to speak to the students about the importance of money and credit in a free market economy.
	3b. Have a panel discussion on the advantages and disadvantages of workers in a free enterprise system as compared to a government controlled economy.

Objectives	Activities
I 4. Realize that competition benefits the consumer through better prices and services, and it also makes greater demands on the individual to produce.	4a. Have the students compare products made in foreign countries and the United St ates, such as cars; compare the average worker's wages, benefits, and productivity in each of the countries. Also, compare t standard of living of both countries.
	4b. Some of the children could do comparisons by shopping for one item in three stores. Was the lowest price in the largest store or the smallest store? In a group of similar stores, or in the only one of its kind around? Found in part of a chain or in an independent single store? Were the best buys in stores where many workers were involved or a few workers?
	4c. Prepare a display of different groceries coming from faraway countries. Use either real foods or empty containers. Children should discuss what would happen if we had to produce in our community goods such as bananas and coffee, which are now produced in hot climate countries. Discuss why the United States does not compete with the hot climate countries for the market in these commodities. Bring out the cost of producing the items in a temperate climate.
I 5. Realize that consumers through purchases will determine what is produced and in turn determine the type of laborers in demand.	5. Discuss purchase of certain items: demand for the item causes stores to re-order, factory to supply, hire workers, etc. (supply and demand).

Objectives	Activities
I 6. Understand that laborers in foreign countries compete with laborers in the United States.	6. Have the children bring items to school which are produced in a foreign land. From this, a list of many workers involved can be placed on a chart. Compare the average worker's wages, benefits, and productivity in each of the countries. Also compare the cost and standard of living.

MORALITY AND CHOICE DEFINED:

The moral situation must include three elements: the individual self, his social environment, and standards of value. The "moral act" is to be viewed as a product of the interplay of these three elements. The "social environment" constructs and structures the occasion for moral deliberation. "Standards of value" are used to justify a decision.

GENERALIZATIONS:

MAN'S WORK IS:

1. Dependent upon social control through unmodified rules of behavior (mores and values).

2. Dependent upon his patterns of behavior.

3. Dependent upon his ability to make choices and choosing wisely.
   a. Choosing the best job for himself - with proper ability, training, and interest.
   b. Choosing what goods and services to buy from the many available.
   c. Choosing how to save money and make it grow.

4. Of better quality and more efficient when he has the freedom to choose his job, church, rulers, etc.

Objectives	Activities
A child will:	
I 1. Learn that what individuals and families consider most important when making choices is influenced by special circumstances, tastes, resources available, availability of goods and services, and knowledge of other possible choices.	1a. Have the children draw pictures of three things they would like to have. The teacher can point out the wide variety of first choices shown. The class can discuss the reasons for such a variety of first choices: people like different things, some things were not thought of at the time, etc.
	1b. Using above drawing have several children explain why they want the things they drew. The teacher should let the reporting of wishes continue until the class becomes aware of the vast variety of the wishes. Pupils might speculate on how many factories would be needed, how many trees would have to be cut down, how many skilled workers would be needed, how much steel and cloth would have to be made if everyone in the world were to have all his wishes fulfilled.
I 2. Discover that individuals and families choose things that seem most important to them and therefore those things that are wanted most urgently.	2a. Reinforce the idea that as soon as enough of one thing is acquired, its seeming importance declines and the desire for the next important thing increases by asking: "If you were hungry, which would you choose first, food or clothes?" Continue questioning in this manner.
	2b. Children may draw pictures of three things they want and have them decide and indicate the order of importance. Discuss and have the students relate past experiences in which something was wanted very much but lost its importance and urgency once it had been acquired.

Objectives	Activities
E 3. Understand how human relations in the family and society would be endangered if people selfishly tried to fulfill all their wishes regardless of others.	3a. The children might discuss how two-year and three-year-olds in the family always want to have everything they see even if it does not belong to them. Since none of us can have everything we want, members of the family need constantly to make compromises; we share food, the automobile, television programs, and the family income. The children can tell stories of how they learned to respect the wishes of others by limiting their own wishes. The children may also discuss how if everyone were preoccupied with the fulfillment of his own wishes, good relations between people would be undermined.
	3b. Children can tell stories and role-play experiences they have had in which they were disappointed in the things for which they wished. Example: how many children have urged their parents to buy a certain food because of the prize inside? The need for good thinking before making choices can be emphasized on the basis of personal experiences
	3c. Discuss a situation in which someone buys clothes, more clothes, and still more clothes, far more than he can possibly use; or discuss a case where people fill their house with furniture they cannot possibly use and keep on buying until the house is so crowded they cannot get into the house themselves.
I 4. Discover that there are many jobs from which people can choose.	4. Parents may be invited to speak with the class about their job and why they chose it.

Objectives	Activities
I 5. Discover that there are many reasons why a person might choose his job; the job is steady, it pays well, it is satisfying work, it requires special skills or talents.	5a. Children can research their fathers' and mothers' places of employment; type of work and responsibilitie reasons why job was chosen. 5b. Stimulate the children's imaginations regarding job choices by painting picture stories of jobs they would like to do. Children tell why they chose the jobs they did. 5c. Read the "I Want To Be. . . " series about different occupations. Children can describe the various jobs, responsibilities, and materials necessary and the amount of training required.

Objectives	Activities
A child will:	
D 1. Realize the interdependence of one's self, his environment, his standard of values, and his work capabilities.	1a. Write or draw a picture about a job you would like to have. Does it have to be done in a special environment? Is it a city job? On whom would your job depend?
	1b. Have each child choose a job and play, "What's My Line?" with the rest of the class.
I 2. Understand the limits in satisfying his needs.	2. Have a panel discussion, the topic being: "Budgeting of Personal Allowances, family Incomes, Corporate Incomes."
I 3. See that man may not have the opportunity to perform only the tasks he likes to do or does best.	3a. Have the children name as many occupations as they can and list them on a board. Then group the occupations according to similarities into job families. An interest in a particular "job family" may lead to many kinds of jobs within that family that one is probably capable of doing.
	3b. Have someone who did dropout of school and has returned explain why and how he made these choices.
	3c. Use newspapers to discuss the many jobs advertised each evening. Have each student select one of the jobs advertised and role-play his first day on the job. Include reasons for selecting the job, tools, and/or training necessary.

Objectives	Activities
	3d. To help the class discover that there is more involved in choosing a job than simply liking it, the teacher can have the children discuss whether jobs such as pony express rider, blacksmith, or candle maker are much in demand.
E 4. Add to his understanding of likeness and differences in people by recognizing the distribution of populations and their inherited traits in order to build tolerance for working with others.	4. Analyze a case study of a person; how this person's vocational choice may have affected him, his family, his community, and society.
D 5. Realize the characteristics of a community are the result of interaction between individuals and other groups in a specific environment and the types of industries located there.	5a. Make an alphabet story. Beginning with "A", use every letter in the alphabet and write a sentence about a city and the type of work you might choose if you lived there.
	5b. Invite successful people from various occupations to form a panel and tell why they chose their vocations and some of the problems they were forced to solve.
I 6. Realize that economic systems are shaped by the values of members of a society.	6. Explain that many people take jobs similar to their parents. Then ask the children to research information and make a list of job families to which their parents and relatives belong.
I 7. Understand that certain jobs could be a poor moral choice.	7a. Have the students list occupations that could be chosen that may be unlawful.
	7b. Have children name jobs that are unfit: Bookie, Go-Go Girl, Prostitute, Pornography, X-rated movie production worker, nude model, spy.
	Write stories, "Why I would not be a ....."

Objectives	Activities
A child will:	
I 1. Discover that binding decisions made by government should provide for: (a) order (make life safe and orderiy), (b) justice (make things fair for everyone), (c) welfare (promote people's well being).	1. If people are not satisfied with the decisions made by their elected representatives, they can: (1) vote for other persons at the next election and/or (2) try to get the group to change the form of the groups to do better work. Set up a classroom or school court in which the students make decisions regarding order, justice, and welfare.
I 2. Understand that the United States is a representative democracy. Under this system of government the people elect persons to represent them in the government. The people elect those who they think will best present their ideas.	2. If an election occurs during the year, visit the polls and report who is seen in stories and pictures. Also include where parents vote, the duties of the people who help parents to vote, and what parents do to cast their vote.

POWER DEFINED:

The concept of power is central to political science. Power is a relationship by which one individual or group can take action which affects the behavior of another. Power must be seen as both "a goal and an instrument for achieving that goal." It implies sanctions as instruments of power, and it is important to economic motivation as it is to political.

GENERALIZATIONS:

MAN'S WORK IS:

1. Endangered by limited natural and human resources and unlimited wants and needs.
2. Affected by his political system.

5-6 POWER

Objectives	Activities
A child will:	
D 1. Realize that workers help maintain and change values in today's society.	1. Diagram the ways that an individual or a group has to influence changes in our society. (buying, selling, and voting).
I 2. Realize that economic systems are influenced by social and political values.	2a. Study in the daily newspapers all articles which pertain to the government's role, local, state, and national, in our total working situation, (occupations, wages, incentives, and projects).
	2b. Research the roles of unions and management; Role-play a collective bargaining session.
D 3. Realize that in order for a system to operate efficiently, certain workers must be placed in positions of authority in order to direct activities.	3. Discuss the role of teachers, aides, secretaries, and the principal in the school's decision-making policy.
E 4. Realize that individuals have more power in a free enterprise system than they would have in a government controlled system.	4. Research the various organizational structures of labor power. One is slavery.
D 5. Realize that money is the social invention that acts as the major medium of exchange and is a reward for work.	5. Discuss the role of a large corporation, such as General Motors, in employment, wages, and contributions to our community. What would happen to our community if this plant shut down?

SAVING DEFINED:

The concept of saving is central to the analysis of problems of instability. To save requires that you acquire not a product but some financial asset. A financial asset is simply a claim on some other economic unit.

GENERALIZATIONS:

MAN'S WORK IS:

1. Related to the extent of available:
   a. natural resources
   b. working population
   c. capital
   d. opportunity for economic initiative

2. Dependent upon his ability to project.

3. Related to raw materials, labor (people), and capital (money) needed to produce goods. These three things should be used wisely and not wasted. There are many ways to conserve America's natural resources such as not wasting water, paper, and electricity; or, buying returnable bottles.

Objectives	Activities
A child will:	
E 1. Become aware of the necessity of taking care of possessions at home, at school, and at work.	1. Have pupils give examples of things at home that we take care of so that they will last longer, such as cars, home, clothing, and furniture. Discuss why families and workers try to conserve what they have. (Often they cannot afford new things as often as they would like them, or things are simply not replaceable.)
I 2. Understand that the combination of materials, specialists, and tools needed to produce more goods and services must be conserved.	2. Through the use of magazines, newspaper articles, and other media, show pictures of areas in which we have exhausted certain resources unnecessarily.
I 3. Recognize the importance of developing skills to enable man to preserve, share, and advance ideas.	3. Cut pictures of people at work from newspapers and magazines and discuss what the jobs are, the variety of jobs, the skills required, and those jobs requiring highly trained or specially skilled persons.
I 4. Gain some knowledge of the relationship of man working with wildlife to maintain the ecological cycle.	4. Discuss the jobs involved in getting food and clothing from wildlife, domestic animals, from plants, and from forests; how wild birds and animals help man. Make a mural depicting the duties of wildlife workers.
I 5. Understand that people produce raw materials from which familiar items are made.	5. Read the poem, "Think of That" (Families at Work-Our Working World, p. 98.) Play a game in which students hold up familiar objects and other students explain the producers of the raw materials and the producers of the goods.

Objectives	Activities
I 6. Be aware that families save part of what they earn.	6. Read Aesop's fable, "The Grasshopper and the Ants." Draw picture stories of it; act out the story, or use puppets to dramatize it. Discuss what the ants did during the summer so that they would have food for the winter. The ants not only worked, but also saved a certain amount of food instead of eating all of it during the summer. The fable may be found in a book of Aesop's Fables.

Objectives		Activities	
A child will:			
I	1. Learn that economics is related to daily life and work.	1.	List class needs, wants, and services to learn that all are consumers; thus, economics is related to daily life. Discuss what each in the class produces to become not only a consumer.
D	2. Understand that people and communities specialize in the production of goods and services.	2a.	Discuss that some people must perform basic activities and tasks in an area in order to help their community or other communities.
		2b.	Show how workers change "raw materials" into a new product.
I	3. Realize that organization and capital are necessary for the formation of a business enterprise.	3.	Have the class organize a "Company on Paper." Include custodian through president.
I	4. Learn how a supply of labor is obtained.	4.	Secure information about how the labor force of an industry is secured when a new industry or business is formed. Watch ads in paper for job openings.
D	5. Understand how division of labor makes work more efficient.	5.	Have class discuss with parents, relatives, or friends the assembly line concept; report to class how the concept is used at home, school, on the job, in the community, and in recreation.
I	6. Understand that special training requires special skills and equipment.	6a.	Use pictures and displays to show that special jobs require the worker to have special skill, training, and/or equipment.
		6b.	Visit area industries to realize the importance of worker specialization and interdependence.

SCARCITY DEFINED:

"Economizing" as a general proposition is that an economy ought to be as efficient as possible. The reason that economizing is important is that there is a limit to any economy's potential, which is called the principle of scarcity. Scarcity is a reference both to physical limitations and to limitation relative to the wants of the people of a society. Scarcity, both natural and contrived, relates to power, politics, government, and law as well as to the functioning of an economy.

GENERALIZATIONS:

MAN'S WORK IS:

1. Governed by economic factors.
2. Related directly to limited natural resources and unlimited human wants.
3. Dependent upon environmental control.

3-4 SCARCITY

Objectives	Activities
A child will:	
I 1. Discover that since we cannot have everything we want, we have to make choices.	1. Discuss whether parents should say "yes" to whatever children ask for. Children should see that sometimes their wishes are not reasonable and that sometimes parental decision is needed.
I 2. Understand that preference and choice are determined by level of income, size of family, price, and taste.	2. Organize centers of interest in the classroom. One table can represent a food store and display both simple and fancy foods; a real estate office table might have pictures of small and large homes. Other interest centers might include: clothing store, music store, automobile agency, and jewelry. The displays can be prepared with cut-outs, drawings, clay models, or toys. Each morning allow several children to shop. One child might pretend to be a father with four children who does not earn much. Another might be a bachelor with a good income. A third might be the mother of a well-to-do family with only one child, etc. The children should change roles frequently so that they personally experience the differences in the things that determine their choices.
I 3. Understand that the combination of materials, specialists, and tools needed to produce more goods and services must be conserved.	3a. With the use of magazines, newspaper articles, and other media, show pictures of areas in which we have exhausted certain resources or wasted unnecessarily. The children should discover the need for conservation of certain materials and resources.
	3b. Discuss how children themselves can conserve on such resources as water, electricity, and school materials--paste, paper, and pencils. Children

Objectives	Activities
	should bring about their own ideas about conserving. Discuss the idea of recycling bottles and tin cans, buying returnable bottles, etc.
I 4. Learn that since natural resources such as air, trees, water, wildlife, and soil are limited, and people's wants are unlimited, wise use of our natural resources is necessary.	4. Children will be able to state at least five ways they can help conserve America's natural resources.

5-6 SCARCITY

Objectives	Activities
A child will:	
D 1. Know that people have varied needs and wants.	1. Use the wants and needs lists of each student to show the wide variety that exists.
D 2. Understand that products cannot fill unlimited human wants.	2. Develop the meaning of goods and services and needs and wants in relation to why man works.
D 3. Realize that people must work to fulfill their wants.	3. Make a list of wants and needs of products that are made by others to develop the reason for work.
D 4. Review the concept of natural environment as related to natural resources and industrialization.	4a. Use a map of the area and indicate its land use. 4b. If older maps are available, compare with land today; use map from above. 4c. Make a study of the area's climate.
D 5. Understand that raw materials for industry are a part of the natural resources.	5. List industrial products which workers make from raw materials from natural resources of the area.
D 6. Realize that better tools produce better products faster and create more jobs.	6. Compare the change of operations of local firms of now with their operations of thirty years ago. (Number of years depends on how long the firm has been in existence.)
D 7. Understand the interdependence of the producer, wholesaler, retailer, and the consumer.	7. Diagram a few of the local industries or businesses to show how the producer, wholesaler, retailer, and consumer function.
D 8. Learn of some problems: air pollution, overcrowding, and urban blight.	8. Have the class draw pictures or obtain pictures to see how air pollution, overcrowding, and urban blight are now changing the community environment and work opportunities.

SECULARIZATION DEFINED:

The development of the nation-state, new cities, and industry were all a result and a reinforcement of the cause of secularization. The change is a transition from a sacred to secular society.

GENERALIZATIONS:

MAN'S WORK IS:

1. Sometimes related to his values within a secular culture.
2. Is usually organized either by higher authority or by authority of the people as related to his needs which usually supercede secular mandate.

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3-4 SECULARIZATION

Objectives	Activities
A child will:	
I 1. Realize that people have different tastes and ideas and therefore do not choose the same things.	1. Write a Christmas gift list. Discuss why each particular gift was chosen for each person on the list.
I 2. Discover that in big-city neighborhoods people of the same racial background often live close together for mutual aid and/or their choice of neighborhoods was limited. They would not have been accepted in many neighborhoods.	2. Run the blue-eyed, brown-eyed discrimination experiment with the class. (Refer to "A Class Divided," by William Peters; Reader's Digest, April, 1971.
D R Understand how following responsible patterns helps to make men's behavior predictable and the world an orderly place to live.	3. Play the following guessing game and role-play the situations: (a) Two friends meet on the street- Can you guess what they will do? (b) A little boy sees a lady walking ahead of him drop a package. What will he do? (c) The school fire alarm rings. What will happen? (d) An auto driver comes to a red light. What will he do? After the game the children can discuss the fact that the answers were easy because we can predict what most people will do under certain conditions. we can predict this because most people will follow patterns of responsibility.

5-6 SECULARIZATION

Objectives	Activities
A child will:	
I 1. Understand the dignity and worth of each person and the importance of equal opportunity regardless of race or religion or sex.	1. Discuss why slavery is wrong.
E 2. Learn that people must have empathy and accept cultural differences in daily living and working.	2a. Discuss and list the types of jobs that are needed in different occupations.
	2b. Discuss: Can a pattern of jobs in occupations indicate cultural or racial associations?
E 3. Understand that groups of people migrated and worked together.	3. List places such as "Chinatown" in New York and San Francisco; "Hantranick" in Detroit (Polish Community); Harlem; Amish settlements. Research the work opportunities available.
E 4. Realize the meaning of the First Amendment to the Constitution of the United States.	4a. Discuss the development of the First Amendment to the United States Constitution.
	4b. Discuss discrimination because of race, religion, or nationality.

SOCIAL CHANGE DEFINED:

Change is a "neutral process." It may be progress or decline . Change occurs unevenly among and within societies. There is probably no one factor or consistent set of factors that is responsible for all social change in all societies. For one factor, operating by itself, could not be considered as the sole cause of one single change.

SOCIAL CONTROL DEFINED:

The basis for orderly human interaction is found in social systems. Society exercises its dominance over component individuals and enforces conformity through mechanisms including taboos, mores, customs, and laws. Norms give structure, stability, and order to society. These norms vary from everyday etiquette to formalized laws.

GENERALIZATIONS:

MAN'S WORK IS:

1. Geared toward cultural change dependent upon history, geography, and other societies.
2. Reflective of his culture which is shaped by his experiences, values, and standards.
3. Affected by societies of weak and strong cultures of which the former is often times assimilated into the latter.
4. Related to the slow process of cultural change, which all societies undergo.
5. Related to his utilization of natural resources.

Objectives		Activities	
A child will:			
I 1.	Realize that the machine age has revolutionized man's methods of input and output.	1.	List the machines that man used in the Story of a Loaf of Bread (from ITT Educational Services). List other machine that make work easier for the people who supply us with bread. (plows, tractors, trucks, scales, etc.)
D 2.	Learn that man will tap hitherto unused resources on earth in order to provide more food and mineral wealth.	2.	Study and discuss possible future work opportunities in hitherto unused resources: space and other planets, oceanography, deserts, and mountains.
D 3.	Understand how work can alter the family.	3.	Discuss or read stories about: working mothers moving to find new work one parent families families in which no one works

Objectives	Activities
A child will:	
E 1. Understand that customs change as people change their way of living.	1a. Develop in-depth studies in the changes of customs as changes in the way of earning a living changed from predominately agricultural to commercial and industrial.
	1b. Distinguish between large cities, towns, villages, and rural communities.
	1c. Compare suburbia with inner-city living and working.
E 2. Understand how work can alter the family.	2a. Discuss the reason for shift work and how it can alter family living.
	2b. Discuss changes in the home when both parents work and/or in a one parent home.
E 3. Learn that children learn to work in their environment by observing how older members work.	3. Have children ask their parents about the history of their (the parent s) job; report to the class what was found .
D 4. Realize that the availability of a wide variety of industries affects the growth of a city.	4. Discuss the advantages of a community in which workers produce a wide variety of goods.
D 5. Learn that automation creates, not destroys jobs.	5. Discuss the positive concepts and negative impressions of automation.
D 6. Understand some of the employment problems of urban living; learn some of the reasons for these problems.	6a. Discuss some of the difficult employment problems that cities and towns have.

Objectives	Activities
	6b. Invite the local urban renewal official to discuss his responsibilities.
D 7. Learn how some urban living problems are solved.	7a. Discuss how to develop a positive attitude in workers and inner-city residents toward making positive changes.
	7b. List changes that have taken place in the inner-city areas.
I 8. Learn that plans must look ahead to changes that affect the neighborhood; changes in the number and size of the families who live there and in their income and tastes; and changes caused by discoveries and inventions.	8. Play the Cocoa Cola "Environmental-Pollution Game."

SOVEREIGNITY DEFINED:

Sovereignity of the Nation-State in the Community of Nations. The relatively rapid change in the degree of sovereignity of the nation-state is related to the population explosion, technological advancement, the development of super-powers, and the emergence of scores of new nation-states. It is increasingly difficult for nations to take domestic or international actions without consideration of the wishes of other states.

GENERALIZATIONS:

MAN'S WORK IS:

1. Dependent upon society to evaluate and modify the institutional mechanism.
2. Dependent upon the ability of his government to serve the social group.

3-4 SOVEREIGNITY

Objectives	Activities
A child will:	
E 1. Understand the importance of rights and responsibilities in his own life.	1. Identify, discuss and role-play some of the rules encountered everyday: stopping at red lights, crossing the street at corners, not throwing trash in the streets, etc. The class should what would happen if people did not follow these rules: some have to pay fines, some will be hurt, others will suffer because of litter. Discuss and role play who enforces these rules and what their responsibilities are.
D 2. Know the necessity of various rules at home, school and in the working community.	2a. Role-play situations at home, school and on jobs where workers follow rules to promote safety.
	2b. Set up a model of several intersecting streets by covering a table with wrapping paper and marking the streets with a felt brush. Use toy cars and paper dolls to demonstrate safety rules that are important for drivers and for pedestrians. Discuss workers who build roads; who put up stop signs, traffic lights, etc.
I 3. Learn that government is made up of people, elected by people; elected people make necessary rules and laws which a working community needs.	3. Study city government; include the requirements for running for office and skills and knowledge necessary for holding public office.
I 4. Learn to keep informed about government officials and their responsibilities on the local, state and national level.	4. Devote a bulletin board to "Law-makers in the News." Have the students bring in newspaper clippings to display here.

	Objectives	Activities
	A child will:	
	1. Understand that a working community needs laws.	1. Do group recearch to find if the community has laws effecting workers.
I	2. Realize the government's ability or desire to aid people in the working world.	2. Discuss and secure some information concerning labor laws that set standards for working conditions and benefits.
I	3. Learn of the government's support of the right of workers to organize.	3. Discuss the labor union movement.
I	4. Learn that government is made up of people, elected by people; elected people make the necessary rules and laws which a working community needs.	4. Set up a democratic state within the classroom; divide the class into equal groups, elect representative and hold elections for officers; develop concepts of job requirements and skills.
I	5. Learn to keep informed about government officials and their responsibilities on the local, state and national level.	5. Devote a bulletin board to "Law-makers in the News;" have the students bring in newspaper clippings to display here. Older students could put the pictures under sub-headings of Local, State and National.